

Research Space

Conference paper

**Not just playing catch-up:an agenda for social learning under
COVID19**

Beighton, C.



Not just playing catch-up: an agenda for Social learning under COVID 19

Rita Molnar and Chris Beighton
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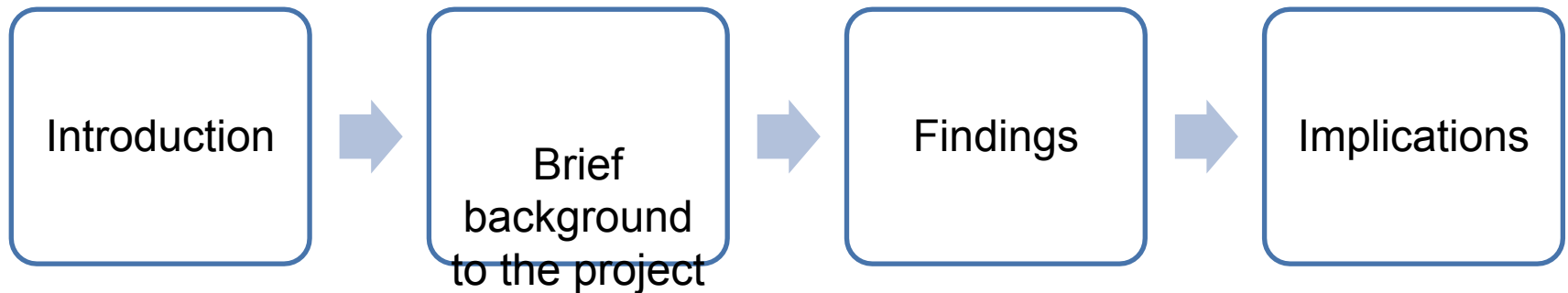
'I never teach my pupils; I only attempt to provide the



In this session



content



How we started

Opportunity

- IRN network opinion piece
- Management / communication
- Education / management
- Bicycles

Connections

CB: *affective pedagogies*

RM: *affective communication online*



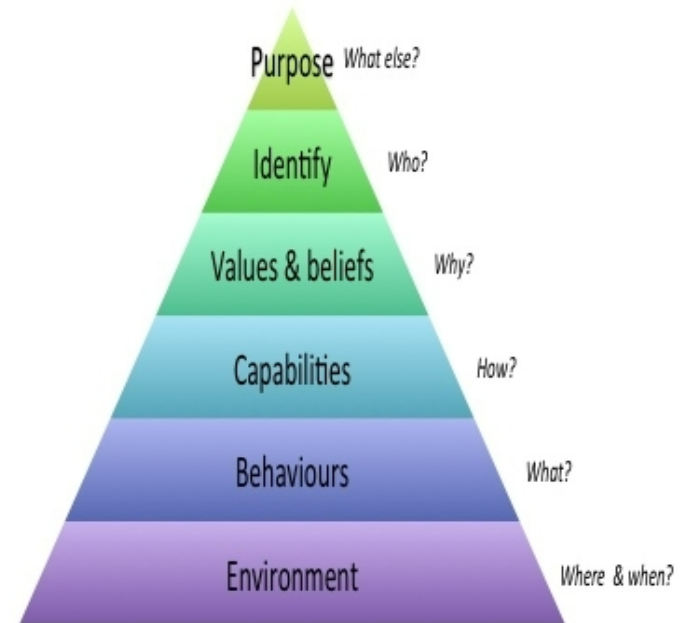
Background: what's the problem?

Issues

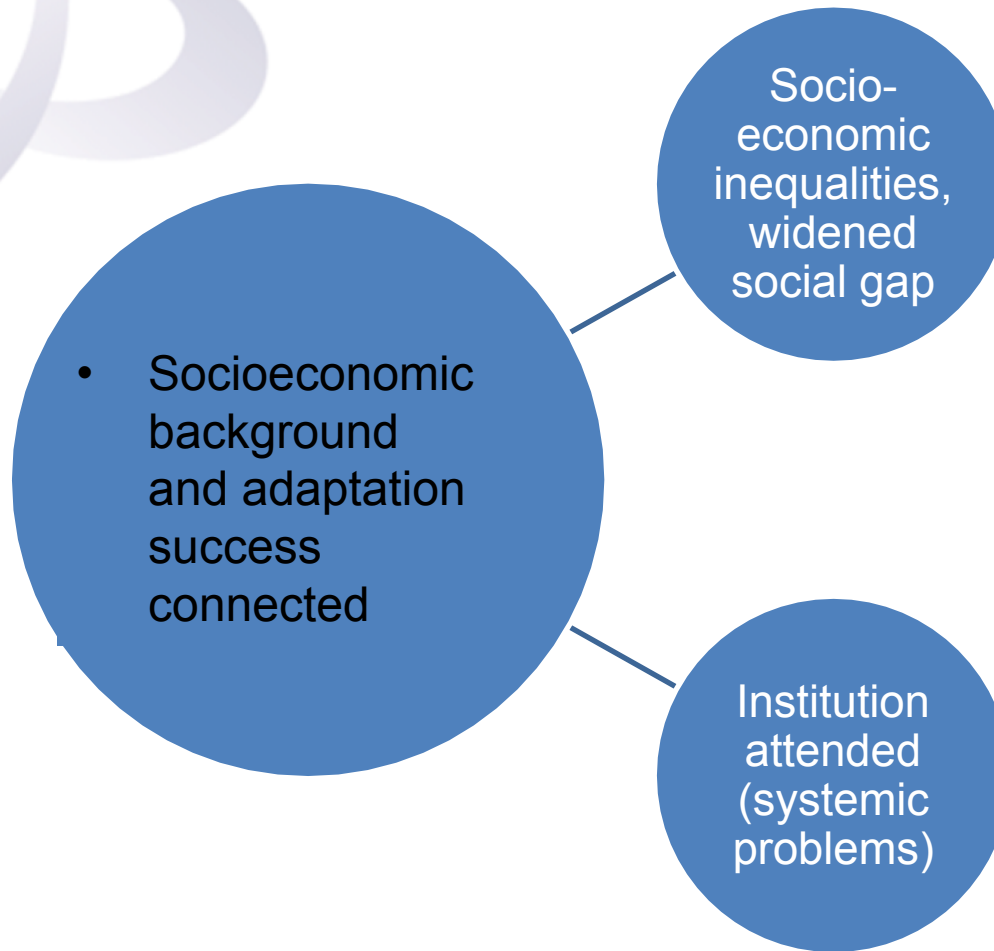
- Early studies report **performance**

And...

- “pandemic pedagogies” are **under-theorised, under-developed and under-resourced**.



Causes?



- Non-financial support in the family
- Financial resources in the family
- Pedagogical questions
- Digital resources and skills (teacher, student)

([Aucejo et al., 2020](#); [Bonal & Gonzalez, 2020](#); [Soria et al., 2020b](#))





Just playing catch up?

- As humans, we have evolved to make nonbiological tools and the ability to build and rebuild “*an endless succession of designer environments [and] extended thinking systems*” ([Clark 2003, p.](#)
- But does our current pan(dem)ic actually produce these environments and the capacity to think...

Simply playing catch up?

On one hand

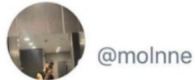
- observation and destruction do indeed develop at the same pace, as Virilio claims (1989, p.85)
- Catching up with pedagogy .. Or with the “propaganda of progress”?
- Education as the instrument of the progress industry

Ultimately

...and how does it feel to teach/learn THERE?

OpenAcademics
@OpenAcademics

Do you agree? #AcademicTwitter #phdchat



@molnne

online class is more stressful than normal classes



ur_illustrations @IllustrationUr · Nov 18

Replying to @OpenAcademics

I do



Sam Taylor @samwisefox · Nov 18

Replying to @OpenAcademics

It takes a different type of prep both physically and mentally. If not prepped properly nor experienced often then yeah, it would be more stressful (in my opinion). Both situations stress me out for different reasons 🙄



Sam Taylor @samwisefox · Nov 18

So yes it can be, but it can be reduced. For others it's less stressful :)



Alayjah @oliviatt99 · Nov 19

Replying to @OpenAcademics

100% more difficult



Anindita Bhadra @Abhadra7 · Nov 18

Replying to @OpenAcademics

Absolutely!



Muhammad Farhan @malikhope007 · Nov 18

Replying to @OpenAcademics

Yes, main thing here is that most students and teachers are experiencing this dynamic change first time in their lives.



Madeline Harms (she/her) @madelineharms · Nov 18

I thought I'd feel similar, but now I can't remember why I used to complain about my hour-long commute! Teaching on Zoom for me is more cognitive effort than teaching in person. Although I always did some work from home, the lack of separation between home and work is also taxing



Astrid Ebner-Zarl @EbnerZarl · Nov 18

Replying to @OpenAcademics

No. Online teaching as well as f2f teaching has advantages & disadvantages, chances & limitations, both can be stressful & enriching.



Christiane Heidbrink @ChHeidbrink · Nov 18

Agree with @EbnerZarl! It also depends on your didactic abilities, careful planning and technical skills.



Iqra Shahzad @iqra_shahzad14 · Nov 19

Replying to @OpenAcademics

Hell yes!



marita @sernasich · Nov 18

Replying to @OpenAcademics

Totally... specially if you live in a developing country with terrible internet connection. In several occasions, we had to move to a different building looking for a stable wifi



Dr. Kavisa Ghosh (DK9) @Kavisa9 · Nov 18

Replying to @OpenAcademics

Yes...it's completely different than a normal class room...and requires a lot more preparation than a traditional class

David Bowman @0x0B16DA7E · Nov 18
Replying to @OpenAcademics
YES. The isolation from fellow students is the worst. I always feel I'm further behind the rest of the class. Also, can't compare notes during a lecture. And online exam taking? Online proctoring IS THE WORST INVENTION IN THE HISTORY OF EDUCATION.

Janine M. Ziermann, PhD @JMZiermann · Nov 18
Replying to @OpenAcademics
Yes!

Sam Taylor @samwisefox · Nov 18
Replying to @OpenAcademics
I guess you can also miss out on the immersive experience- like watching Glasto on telly rather than being in the crowd. But then if everyone is watching on telly how can we recreate that social and sensual (?) feeling?

eben agbozo [эбен] @cypher_text · Nov 18
Replying to @OpenAcademics
From a teaching perspective. It is always not easy

Carmen Muñoz-Ballester @Canxuki · Nov 18
Replying to @OpenAcademics
I don't know if more stressful but definitely worse!

World-is-my-Oyster @penpower743 · Nov 18
Replying to @OpenAcademics
Strongly agreed, I may have more content to share to students but the feedback and expression that i get taking a physical class is not possible during online class

E.B.V.A @Bernardia · Nov 18
Replying to @OpenAcademics
BIG YES

Tolulope Emmanuel Adeliyi @
Replying to @OpenAcademics
True!

Amartya Pradhan @Ama
Replying to @OpenAcademics
One hundred percent!

Claire Glynn @DrG_4N6 · Nov 19
Replying to @OpenAcademics
I always had performance/stage anxiety before entering a classroom but it reminded me that I care about how I deliver a lecture. Now online, I have technology anxiety e.g. WiFi dropping, being kicked out of zoom, my slides not sharing, my dog barking etc.

Ngee Kiat (Jake) 毅杰 @mediocre_jake · Nov 18
Replying to @OpenAcademics
For sure, for both students and educators!

Mahek Kothari @Mahek_3012 · Nov 18
Replying to @OpenAcademics
100%

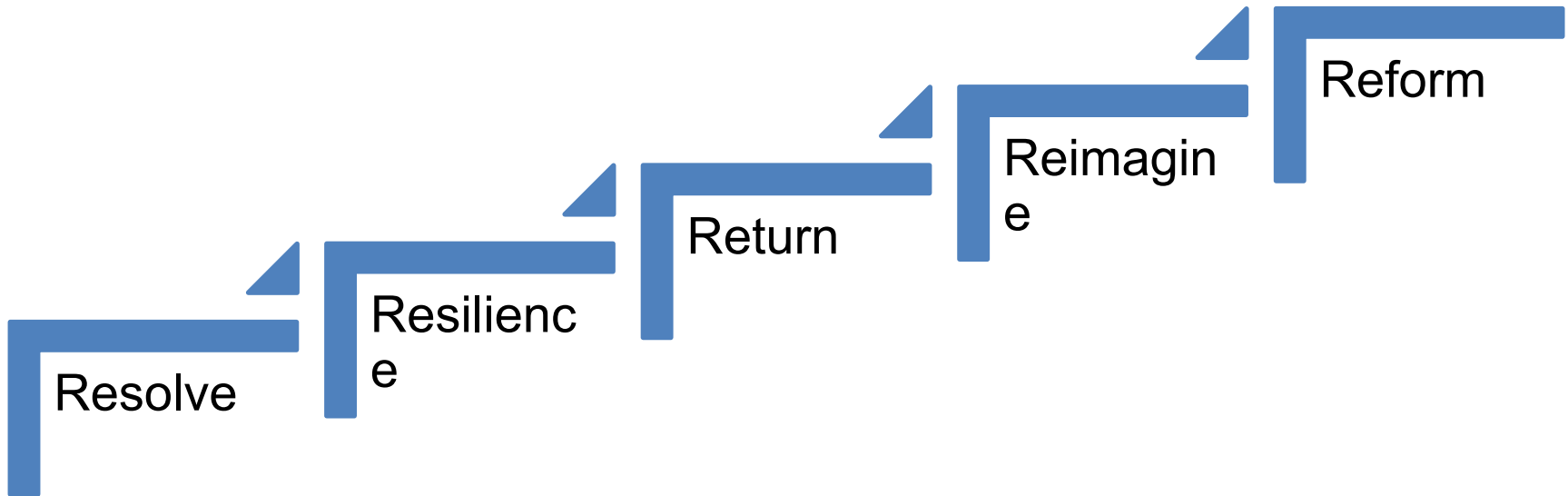
elisa @elisa_mhr · Nov 18
Replying to @OpenAcademics
Yes. Shaky Internet, reading body language (and picking up cues for polite turntaking) not possible, eye strain (and concentration strain) is heavy - i always feel like i need a nap afterwards. But it also works as a tool for inclusion, so it's not black&white...

Courtney Whilden @whildencourtney · Nov 18
Replying to @OpenAcademics
1000%. Taking 2 online classes has been more stressful than any of my semesters in college with 5+ in person classes

Aud @audralou · Nov 19
Replying to @OpenAcademics
I like not having to walk home in the dark, but other than that...nah. Online classes are really hard.

„From surviving to thriving”

McKinsey

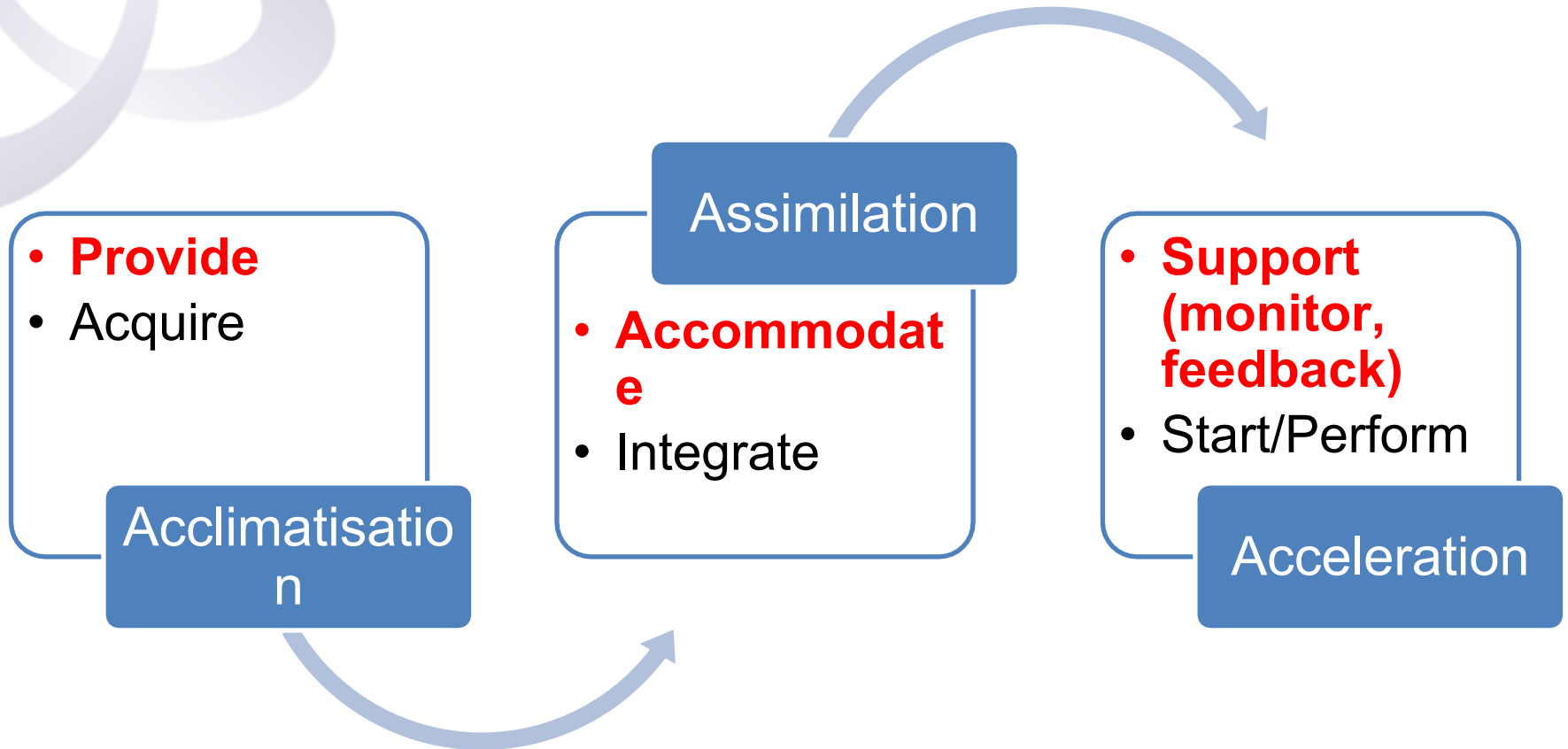




1. Think of your PhD journey.

Breakout rooms

Onboarding into a new role and responsibilities





An active agenda

Policy makers,
Institutions

Family, Parents

Teachers

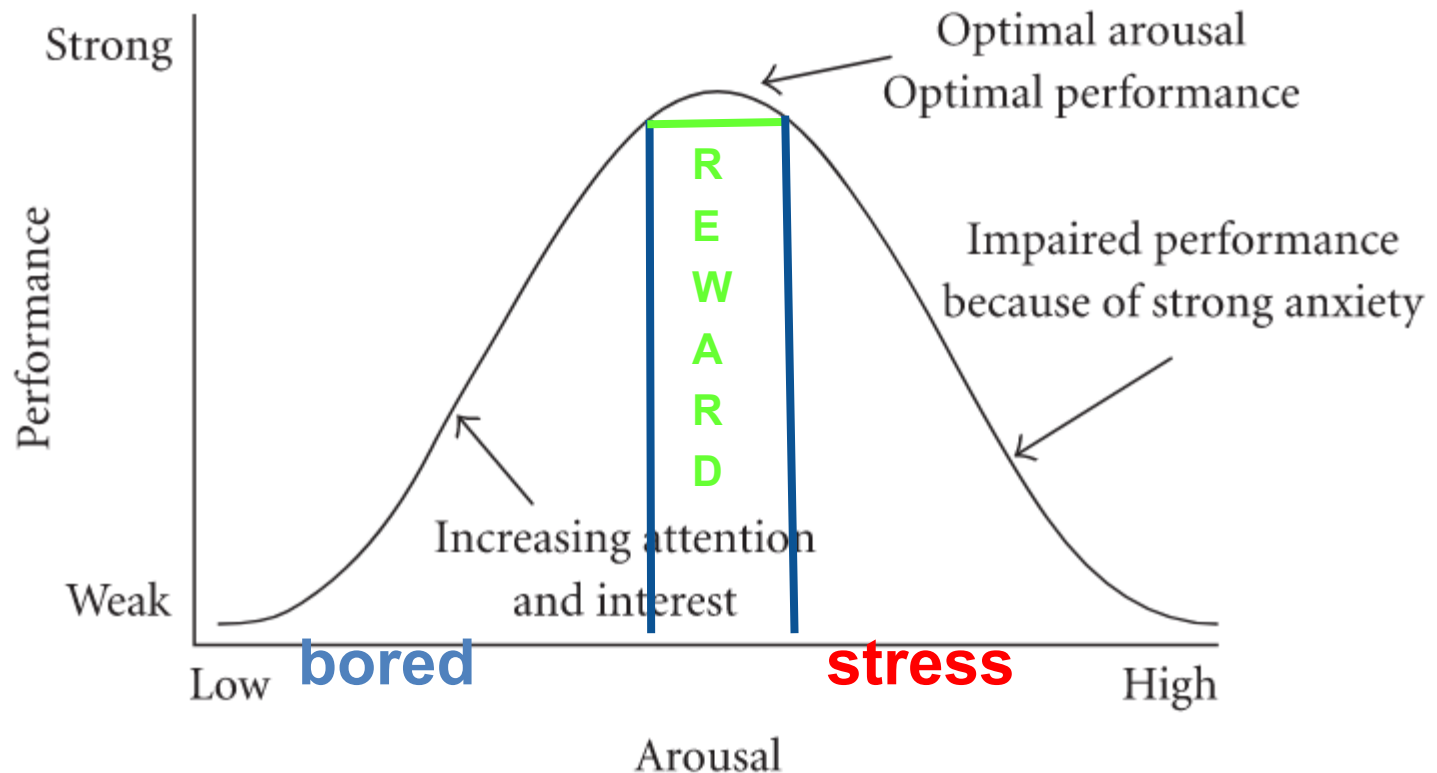
Students

Our reward system

- Attachment
- **Orientation/Control**
- Self-enhancement/self-esteem
- Pleasure maximisation/
Pain avoidance



Yerkes-Dodson Curve of Performance





A question of ethics...?or Chemistry?



Active listening

Assessing one's own improvement needs

- to manage adaptive obstacles ([Soria et al., 2020a](#))
- and meet expectations about teaching style (digital skills, communication of expectations, quality of resources),
- workload planning,
- and availability for support based on organization-wide



Brain-to-Brain synchrony

Neuroscience studies on the impact of **brain-to-brain**

- 
- **Expecting real-time**

- **Expanding online teaching beyond the boundaries of providing power point presentations by **consciously using the camera for facial expressions and gestures** (and being **aware of** its impact on reward system and cognitive processes [[Demenescu et al., 2014](#); [Sathik & Jonathan, 2013](#)])**



Ultimately

Taking responsibility for improving the online learning environment consciously and demonstrating efforts in

Publications

- Beighton, C. (2020) “*A cumulative and alienating pattern of repeated slights and insults*”: *Racism, Internationalization and Ethical Vacuity in UK Higher Education* . JI. for Critical Education Policy Studies 18 (3).
- Beighton, C. (2020) *Xenolexia’s Positivity: the Alterity of Academic Writing and its Pedagogical Implications*. *Teaching in Higher Education: Critical perspectives*.

Publications

Other sources

- ¹ [Gonzalez et al., 2020](#)
- ² [Di Pietro et al., 2020](#)
- ³ [Selwyn et al, 2020, p.2](#)
- ⁴ [Brabazon et al 2020, p. 37](#)
- ⁵ [Aucejo et al., 2020](#)
- ⁶ [Bonal & Gonzalez, 2020](#)
- ⁷ [Soria et al., 2020b](#)
- ⁸ [Clark 2003, p. 197](#)
- ⁹ [Virilio 1989, p.85](#)
- ¹⁰ [Virilio, 2010, p.78](#)
- ¹¹ [Soria et al., 2020a](#)
- ¹² [Waka, 2020](#)
- ¹³ [Aristovnik et al., 2020](#)
- ¹⁴ [Davidesco et al., 2019](#)
- ¹⁵ [Clark & Dumas, 2015](#)
- ¹⁶ [Wang et al., 2020](#)
- ¹⁷ [Demenescu et al., 2014](#)
- ¹⁸ [Sathik & Jonathan, 2013](#)



Thank you for your attention!

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